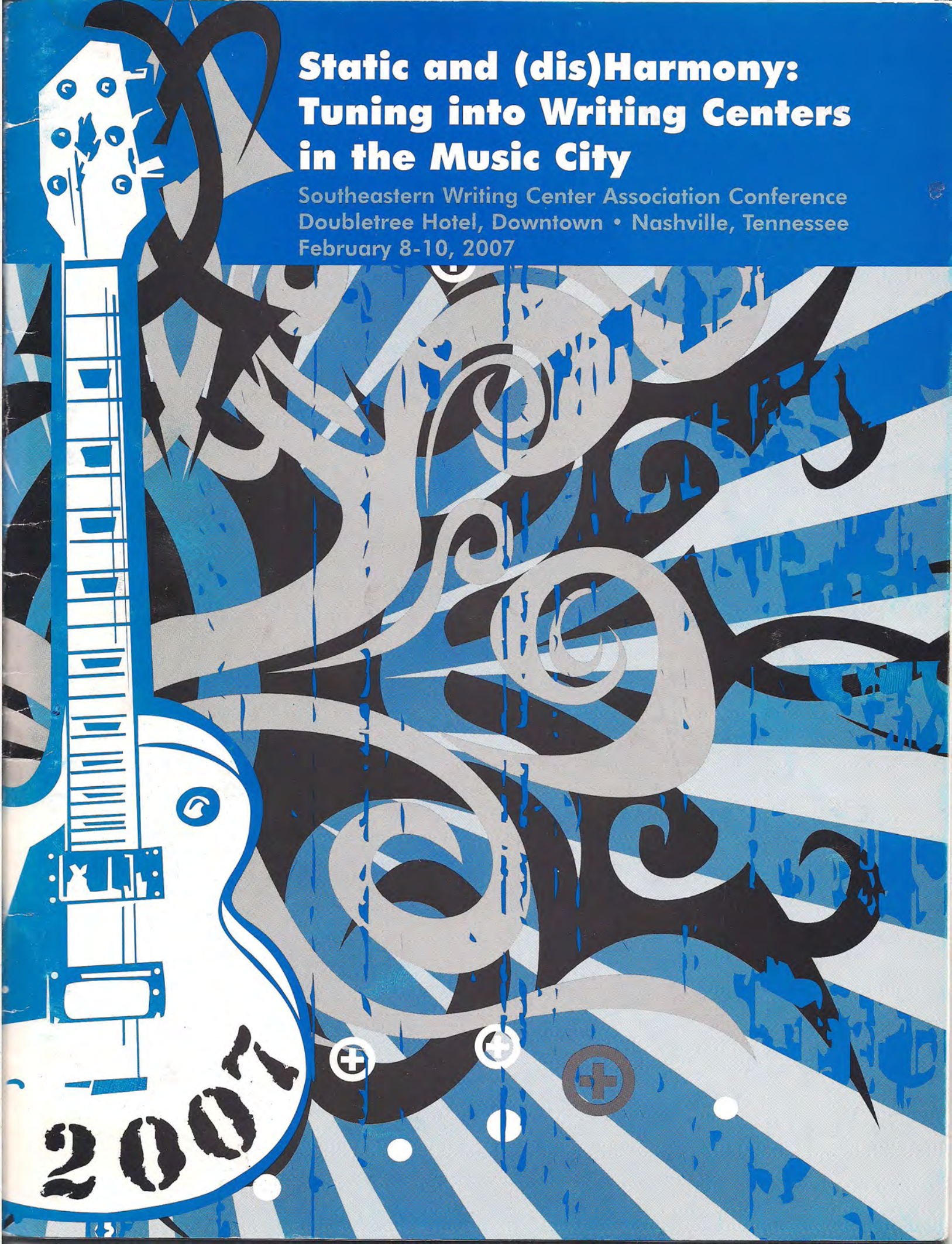
Static and (dis)Harmony: Tuning into Writing Centers in the Music City

Southeastern Writing Center Association Conference
Doubletree Hotel, Downtown • Nashville, Tennessee
February 8-10, 2007



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Static and (dis)Harmony:
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2007 Southeastern Writing Center Association Conference
Doubletree Hotel, Downtown • Nashville, Tennessee

Conference at a Glance

Thursday, February 8

Noon-8:00	Registration–Cumberland South Foyer
1:00-3:00	Board Meeting (outgoing board)–Executive Board Room
4:00-5:15	Session A
5:30-6:30	Session B–Roundtables
8:00-10:00	Dessert Reception-Executive Foyer

Friday, February 9

7:00-6:00	Registration
7:30-8:45	Breakfast–Cumberland South Ballroom
8:00-8:30	SWCA Open Business Meeting– Cumberland South Ballroom
8:45-10:00	Session C
10:15-11:30	Session D
11:45-1:15	Lunch/Keynote–Cumberland South Ballroom
1:30-2:45	Session E
3:00-4:00	Research Fair/Poster Sessions/Afternoon Snack– Cumberland South Ballroom
4:15-5:30	Session F
6:00-till	Group Excursions, Dinner (on your own)

Saturday, February 10

8:00-Noon	Registration
7:30-8:45	Breakfast–Cumberland South Ballroom
9:00-10:15	Session G
10:30-11:45	Session H
Noon-1:30	Lunch and Awards–Cumberland South Ballroom
2:00-5:00	Board Meeting (new board)–Executive Board Room

Welcome to Music City, USA, and to SWCA 2007.

We're glad you're here. Writing center directors, tutors, and fans responded to our theme, "Static and (dis)Harmony: Tuning into Writing Centers in the Music City," with a wide variety of creative proposals that are sure to create some instructive and insightful noise about writing centers and the work we do in and through our centers. Each concurrent session has an interactive workshop as well as panels addressing every aspect of writing center tutoring and administration. I'm sure you'll find something to interest you during each session.

We also have some special events that you won't want to miss.

Opening Dessert Reception
Thursday 8:00-10:00, Executive Foyer

Grab some dinner in the hotel or in one of the many area restaurants, then join us for dessert and some music to kick things off-or just eat cake for dinner!

Keynote Speaker: Beth Boquet
Friday 11:45-1:15, Cumberland South Ballroom

Boquet's book *Noise from the Writing Center* was part of the inspiration for this year's theme. She plays with metaphors of music and noise in her own center. We're very happy to have her join us here in Nashville as we extend her images and create our own analogies.

Poster Sessions and Information Fair
Friday 3:00-4:00, Cumberland South Ballroom

This is a time to mingle with colleagues, check out visuals of writing center work, learn about statewide and smaller regional writing center associations, figure out how you can contribute to *Southern Discourse*, and create a little noise of your own.

Friday Night Excursions

Join one of our local hosts for a night out in Nashville. You can sample some true Nashville night life with line dancing or some laid back blues, enjoy some of the eclectic cuisine available, visit Gaylord Opryland Convention Center and Resort, or take a walk on the Nashville Riverwalk. See the registration table for sign-ups.

Finally, an event like this one could not happen without the help of numerous people behind the scenes, so thanks to . . .

Program Committee: Pam Childers and James Inman with the help of Alan Coulter and Chad Littleton, all from TWCC

Tanya McLaughlin: Web master extraordinaire and most valuable left (and right) hand

Jessica McKee: Writing program secretary and hard worker (even on her days off)

MTSU TAs, UWC writing assistants, UWC assistant directors (Karen Wright, past, and Rachel Robinson, present) and peer mentors Alan Coulter, Laurel Taylor, Stacia Watkins, Becky Bobbitt, and Dianna Baldwin

The SWCA Board Conference Planning Team, especially Jennifer Kunka

Diana Calhoun Bell, who worked tirelessly with our exhibitors and sponsors

All our Friday Night Excursion Hosts and registration table volunteers

Our exhibitors and sponsors:

Allyn & Bacon/Longman

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Dodge Learning Resources

Fountainhead Press

Houghton Mifflin Company

MTSU College of Liberal Arts

MTSU English Department

MTSU Provost's Office

Prentice Hall Publishers

Red Rock Software-TutorTrac

Thomson/Wadsworth Company

The University Writing Center at MTSU

Utah State University Press

The Writing Studio at Vanderbilt University

WCOnline: The RICH Company

Enjoy the conference and enjoy Nashville!

Trixie Smith, 2007 Conference Host
Middle Tennessee State University

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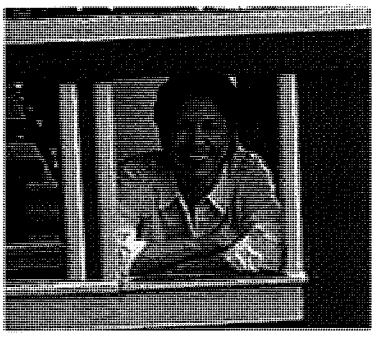
The Noise of Laughter and (dis)Harmony: An Interview with Beth Boquet

by Claire Bates and Tanya McLaughlin



This year's SWCA conference keynote speaker is Beth Boquet. Professor of English and director of the Writing Center at Fairfield University in Fairfield, Connecticut, Boquet also serves as coeditor of the *Writing Center Journal*. Boquet's first book, *Noise from the Writing Center* (2002 Utah State UP) was the inspiration for the 2007 conference theme. Her next book, coauthored with Anne Ellen Geller, Michele Eodice, Frankie Condon, and Meg Carroll, is due out from Utah State University Press in 2007.

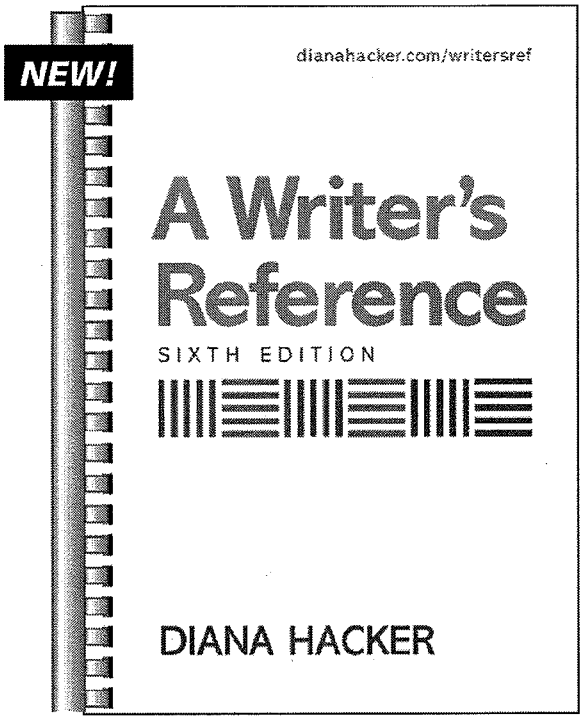
Throughout *Noise from the Writing Center* Boquet explores the role of noise in tutoring, pointing out that we sometimes think of noise in a negative way and that the common conception is that spaces devoted to writing should always be quiet. A common writing center practice, however, is to read papers aloud so we can listen to the "noise" of the paper, as we explain to our students, to hear how it sounds. In *Noise*, Boquet includes transcripts of an e-mail conversation with a fellow faculty member who became irate when he heard a "racket" emanating from her center. The faculty member assumed writing should be a quiet, personal affair, conducted alone with appropriate decorum and deferential demeanor. Both professors and students may have fixed ideas of how a writing center should act, should conduct itself, and how loudly it should sound its noise.

Boquet challenged these assumptions when asked how she thought a writing center should sound: ". . . the range available to us [is] everything from a measured rest to fortissimo. I love to hear raucous, shared laughter; I appreciate patient silence and quiet, close, concentrated work. When I've heard all of that in a day, I can turn off the lights and feel pretty content." How can students benefit from their visits to the writing center if they feel they can only express the quiet, dignified end of their musical spectrum? How can they feel the joy of writing without that raucous, shared laughter?

Boquet believes in the practice of doing what she calls "one-with-one teaching" because, she says, "I think even some of our most academically successful students don't have a lot of experience having been taught through individualized instruction." When we asked about using the metaphor of music to tutor and to teach tutoring, she agreed that a number of metaphors can be used. She says, "It's tutoring, right? It's not about what works for me as a way in. It's about figuring out what works as a way in for the person with whom I'm sitting."

BEDFORD/ST. MARTIN'S

The handbooks of choice

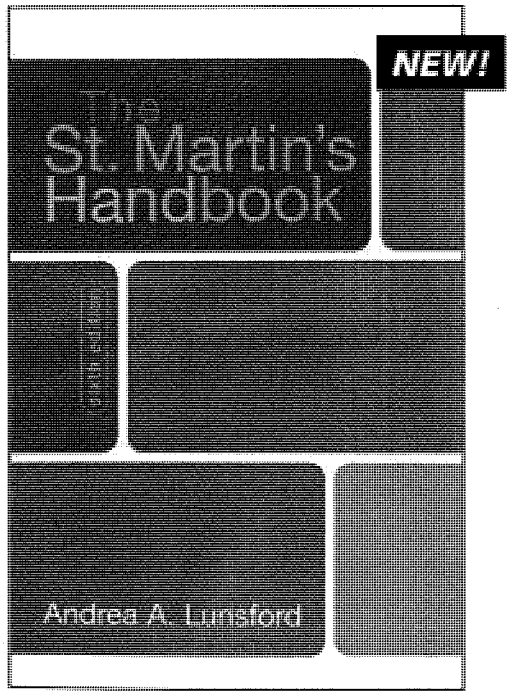


A Writer's Reference
Sixth Edition
Diana Hacker

Still the most widely adopted college handbook, *A Writer's Reference*, now in its sixth edition, remains the easiest reference tool for college writers to use and to understand — within and outside of the composition class. Diana Hacker's tradition of innovation continues with new contributing authors who together have crafted solutions for the writing problems of today's college students. The new edition provides more help with academic writing, serves a wider range of multilingual students, lends stronger support for college research, and is available with flexible content to fit the needs of your students and your course.

2007/comb-bound/560 pages
Also available as an E-handbook
dianahacker.com/writersref

Life is customizable — now, so is your favorite handbook. Talk to us about making *A Writer's Reference your* handbook — *your* way.



The St. Martin's Handbook
Sixth Edition
Andrea A. Lunsford, *Stanford University*

With Andrea Lunsford's trademark attention to rhetorical choice, language and style, and critical thinking and argument, *The St. Martin's Handbook* has always been an accessible and thorough writing resource. Now informed by new research into student writing patterns and featuring up-to-date, visual coverage of research, documentation, and writing in any discipline, the sixth edition offers students more help than ever before with meeting the expectations of college work.

2007/cloth or paper/990 pages
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A Symphony of Sounds: Tutoring, Workshops, Roundtables, and Talk Time as Instruments of Learning in the UT-Martin Writing Center
Tennessee Room A

Chair: Jenna Wright, University of Tennessee-Martin
Presenters: Jason Adkins, Anna Clark, Mattie Davenport, and Jenna Wright
University of Tennessee-Martin

The Hortense Parrish Writing Center at the University of Tennessee-Martin vibrates with the sounds of learning each semester as the staff synchronizes the learning instruments of tutoring, weekly workshops, roundtable discussions, and Talk Time sessions. In this presentation, the center coordinators and members of the tutoring staff will highlight the success of these four outreach instruments used to serve the community of writers on our campus.

Performing the Writing Center: One Writing Center's Venture into Video Production
Tennessee Room B

Chair: Mary Lou Odom, Kennesaw State University
Presenters: Christine Ghattas, Rachel Greil, Jamie Kiley, Mary Lou Odom, and Karen Wurl,
Kennesaw State University

What if we could revisit completed writing center conferences? What could we learn? How might we adjust our practice? This panel of administrators and tutors will explore those questions by presenting from and critically examining the enlightening experience of writing, producing, and acting in videos designed to train potential tutors.

Thursday, February 8, 2007

Session A3

4:00 p.m. to 5:15 p.m.

Fine Tuning: The Morphing of Writing Assistants into Composition Instructors
Salon A

Chair: Stacia Watkins, Middle Tennessee State University

Every year in the MTSU English Department, after tutoring for one year, a new group of graduate writing assistants become new English instructors. How does their writing center training prepare these future professors? Does it benefit their teaching? Five peer mentors will discuss the theory and the pros and cons.

How Writing Assistants Are Trained to Tutor: The Theory and the Practice
Claire Bates, Middle Tennessee State University

How the UWC Prepares Tutors to Be Instructors: The Pros
Laurel Taylor, Smyrna High School

How Tutors Are Trained to Teach Freshman Composition
Stacia Watkins, Middle Tennessee State University

How to Transition Between Full-time Tutoring and Part-time Instruction: The Cons
Rachel Robinson, Middle Tennessee State University

Thursday, February 8, 2007

Session A4

4:00 p.m. to 5:15 p.m.

From the Classroom to the Center: The Benefits and Problems of Peer-revised Drafts in the Writing Center
Salon B

Chair: Gwendolyn N. Hale, Fisk University
Presenters: Gwendolyn N. Hale, Rochelle Smith, and Karla Turner, Fisk University

While many students benefit from revision/editing workshops, some students find workshops detrimental. With a newly formed writing center at a small liberal arts college, peer tutors receive a particularly high number of students visiting because of fears and problems, perceived or real, provoked by classroom peer revision. This panel seeks to examine the problems as well as the benefits of classroom peer editing and revision and their effects on the work peer tutors do in the writing center.

Workshop: With a Little Help from My Friends: Songwriters in the Writing Center
Salon C

Chair: Rob Russell, East Tennessee State University
Presenters: Michael Cody and Rob Russell, East Tennessee State University
Robert Alfonso, Roane State Community College

Many of the techniques of collaborative songwriting can be translated into writing center practice. Reflecting upon our own collaborative process as well as that of other songwriters, we hope to demonstrate that writing, inside or out of the writing center, is a craft that can be enriched through the give and take of active participants.

Collaboration
Brentwood/Franklin Room

Chair: Sally Lavender, Lipscomb University

Because Two Heads Are Better than One
Heather Harman, Winthrop University
Cooperative tutoring, or two-to-one tutoring, is used for intern training during the mentoring stage. Seldom employed beyond the internship period, two-to-one tutoring is quite valuable, benefiting students, interns, and tutors alike. In consideration of these benefits, writing centers should consider employing this method beyond the internship.

"Tuning In" to Our Work and Our Selves: Effective Communication and the Noise of Everyday Life
Nicole Helyne Lemon, Vanderbilt University
How do consultants negotiate our responsibility to "tune in" to the work student writers bring to our consultation sessions with the constant noise of our everyday lives? This paper explores what constitutes effective communication and offers a possible response for dealing with this noise and its effects on our work.

Teachers as Tutors: Transitioning from Classroom Lecturer to Collaborative Learner
Craig Byrne, Winthrop University
This paper examines the process of transitioning from writing instructor to writing tutor. While some gifted teachers may have little difficulty assuming the role of writing tutor, most will benefit from the acquisition of a new set of skills that will enable them to be more effective tutors. The paper also identifies disparities between teaching and tutoring and outlines useful strategies for making this transition.

B **Thursday, February 8, 2007**

Session B1

5:30 p.m. to 6:30 p.m.

The Dynamics of Composing in a Writing Session
Tennessee Room A

Chair: Chrystie Bellamy, North Carolina Agricultural and Technical State University
Presenters: Chrystie Bellamy, Ashley Charleston, and Trevonda Weathers, North Carolina Agricultural and Technical State University

The purpose of conversing about composition proves vital in the process of writing. Theorist Lev Vygotsky believed that writing development accompanied thoughts and this notion of speaking one's thoughts would assist in the meaning being conveyed. No matter one's age, gender, or educational background, conversation enables the oral expression of thoughts. When writing, thoughts then allow ideas to transform into well-collected, cohesive clusters that promote better-organized and planned writing. The conversations of many women are often shaped by patriarchal society. This paper intends to show the benefits of conversing about writing and implications of gender on writing.

B **Thursday, February 8, 2007**

Session B2

5:30 p.m. to 6:30 p.m.

Feedback on/in the Writing Center as a Site for Teacher Training
Tennessee Room B

Chair: Jane Fife, Western Kentucky University
Presenters: Maggie Brown, Shea Crain, Gary Crump, Jane Fife, Ryan Hall, Joe Hardin, Morgen Davis Lamson, and Crystal Norton, Western Kentucky University

This roundtable presents various viewpoints that address the question of how work in the writing center affects other aspects of graduate students' teacher training to shape teaching philosophy and practices. Roundtable contributors including the writing center director, the composition director, and past and current tutors, share the results of our first efforts to add this layer of feedback and make explicit the usually tacit ways that writing center work informs graduate students' development as teachers of first-year composition.

Workshop: Where the Boys Are: Who Is the New Minority in the Classroom?
Salon A

Chair: Christine Fudge
Presenters: Judy Burges, Christine Fudge, and Jessica Mixon, The Citadel

"Because of legitimate concerns about gender discrimination, for years we tended to play down differences between boys and girls, even though research and common sense tell us they exist. . . . And most recently, as we've begun to acknowledge gender differences, we've focused our attention on girls . . ." (Dalton par.3-4). This workshop will address (1) the teaching/tutoring strategies that work well with male students, and (2) the ways we can use that knowledge to help our clients produce their best writing.

Finding Our Own Tune: Listening to Ourselves in the Writing Center
Salon B

Chair: Mary Ann Janda, Utica College
Presenters: Connor Downing, Mary Ann Janda, and Osama Abdul Salaam, Utica College

Our goal is to provide an inviting space where writing and conversation about writing can be conducted-removed from hallways and classrooms but still informed by sounds of focused interaction. How much of the noise we make and the noise we hear is, in fact, the sound of the Writing Center?

B Thursday, February 8, 2007
Session B5
5:30 p.m. to 6:30 p.m.

Workshop: Navigating and Negotiating a Center's Online Presence
Salon C

Chair: Hillary Robson, Middle Tennessee State University
Presenter: Hillary Robson, Middle Tennessee State University

Establishing or updating an online presence through an official Web site can be a daunting task for even the most technologically savvy, yet the importance of an effective online Web presence is undeniable for the modern center. This workshop will introduce basic Web site design concepts while stressing the necessary components of successful online visibility and user accessibility.

B Thursday, February 8, 2007
Session B6
5:30 p.m. to 6:30 p.m.

Working with ELL Students
Brentwood/Franklin Room

Chair: Karl Fornes, University of South Carolina-Aiken

Wrestling with Writing: Uncovering Difficulties of Chinese Students Writing in English
Qingjun (Joan) Li, Middle Tennessee State University
The impact of acquiring English on the native Chinese language speaker's ability to continue to develop in her writing of Chinese has been largely overlooked. The effects of this situation will be discussed and its impact on Chinese students' ability to write in Western academic composition will be shown.

Two Different Languages: ESL Students in the Writing Center
Jennifer M. Zovar, Vanderbilt University
Second language writers pose a challenge for writing center tutors who are often not trained to deal with specific ESL needs. Review of ESL and writing center literature suggests that these encounters can be successful if tutors creatively draw on their own strengths and those of the writers.

From Arabic to English
Cassandra L. Bishop, Middle Tennessee State University
This paper explores and compares the effectiveness of various pedagogical methods used in a writing center while assisting two Egyptian students. Both tutees were native Arabic speakers with a limited English lexicon, and both were males who voluntarily attended weekly tutoring sessions while enrolled in a stretch class at Middle Tennessee State University.

Thursday, February 8, 2007

Dessert Reception

8:00 to 10:00 p.m.

Dessert Reception, Sponsored by Middle Tennessee State University
Executive Foyer

Friday, February 9, 2007

Breakfast and Business Meeting

7:30 to 8:45 a.m.

Breakfast, Sponsored by The Writing Studio at Vanderbilt University
Cumberland South Ballroom

SWCA Open Business Meeting
8:00-8:30 a.m.
Cumberland South Ballroom

Friday, February 9, 2007

Session C1

8:45 a.m. to 10:00 a.m.

C

Synesthesia: Visual Noise in the Writing Center
Tennessee Room A

Chair: Samantha Christopher, Warren Wilson College
Presenters: Samantha Christopher, Hilary Collins, Victoria Hurst, and Molly Wright, Warren Wilson College

Noise does not have to be heard. Visual noise is just as effective in stimulating the brain. In this presentation, the tutors of Warren Wilson College will present their experiences with visual noise in places such as the college farm and suggest techniques for using visual noise in any setting.

Friday, February 9, 2007

Session C2

8:45 a.m. to 10:00 a.m.

Reassessing Tutor Training
Tennessee Room B

Chair: Kerri Jordan, Mississippi College

Harmony in the UWC: Coordinating Multimodal Consultations for Writing Consultants
Rusty Carpenter, University of Central Florida
The University Writing Center (UWC) began offering consultations in three modes-f2f, online, and phone-during the fall 2005 semester. This presentation explores the challenges in coordinating three consultation modes among 35 writing consultants and how to establish harmony in the UWC among consultants and various consultation modalities.

Reducing Static and Fine-tuning Faculty-Tutor Communication
Lyndall Nairn and Karen Hatter, Lynchburg College
Clear communication in the student-tutor-faculty triad is necessary for maintaining and improving the quality of writing center work. This presentation explores guidelines for tutors to follow when communicating with faculty while simultaneously complying with FERPA regulations, when helping students to meet faculty expectations, and when responding to professors' criticisms or concerns.

Utilizing Writing Project Philosophies in Writing Center Tutor Training
Jennifer Pooler Courtney, University of North Carolina-Charlotte
This presentation will share the results of tutor training completed at UNC-Charlotte in 2007. The training was structured around National Writing Project philosophies; the change in tutor response to student writing has been noticeable. Sessions attendees will gain specific Writing Project-based training suggestions to use in their own centers.

Tangled Up in the New
Michael Mattison, Boise State University
This presentation takes Bob Dylan's "Tangled Up in Blue" as a lens through which to examine the subject of tutor/consultant training. The song helps make an argument as to why we need a course in writing center work for tutors/consultants and what we should focus on when designing one.

Microphones, Music, and Metaphors: Creative Peer Consulting
Salon A

Chair: Cassondra Ellis, Columbus State University
Presenters: Brent DeBique, Cassondra Ellis, Charles Watkins, Columbus State University

Cassondra Ellis will detail how and why she developed a system through which writers receive a digitally recorded response to online submissions. Brent DeBique will discuss how by attending to the "noise" within creative work and catering to the creative writer's specific needs in style, diction, and aesthetics, consultants can successfully work with creative writers and keep them coming back for more. Charles Watkins will define the writing center as an environment that changes to meet the needs of writers just as writers change to meet the needs of their environment, focusing specifically on two special programs: after-hours chat sessions with ESL students and "close reading" workshops for upper-level and freshman English students.

FYC and the Colonization of Writing in the Disciplines
Salon B

Chair: Patrick Bizzaro, East Carolina University

Recent investigations (Thaiss and Zowacki) have attempted to find out if "writing" means the same thing to teachers from varied disciplines. We now know with some certainty that, though similar terminology may be used, faculty tend to interpret this terminology differently. This panel will address reasons why this problem exists.

Working Against the Grain: English Departments and the Colonization of Writing in the Disciplines
Patrick Bizzaro, East Carolina University
This talk will begin by examining the implications of the term colonization and then examine those implications in exploring the traditional English department's colonization of writing done in all disciplines. This colonization begins with the notion that language describing writing ought to be applied uniformly, even in disciplines that think quite differently about writing than English departments do. One example of an idea imposed on writing in the disciplines is "process" or "the process approach to writing," a concept often rejected by teachers in varying disciplines as impractical and simply unfounded given the writing graduates from professional schools will do once employed. This speaker understands the problem as one that might be traced back to English departments. The English department's colonization of writing in the disciplines poses a problem, then, that places a special burden on those who train writing center tutors.

Against Generalizations: Preparing Writing Consultants to Tutor Professional Writing in a Decolonized Land
Philip Adams and Resa Crane Bizzaro, East Carolina University
This paper is linked to the first insofar as it offers a realistic plan for decolonizing writing in the disciplines. It addresses issues involved in preparing tutors to talk about professional writing at East Carolina University to students writing in WI courses in the professional schools. It offers a model for research into the way professionals on the job talk about and do their required writing and how that research, once done, will affect not only the way WI courses are taught in the professional schools but also how tutors are taught to discuss writing done by students in those schools.

Changing Perspectives for Proposing, Teaching, and Assessing Writing in the Disciplines
James W. Kirkland and Kerri Flinchbaugh, East Carolina University
This paper focuses chiefly on revisions made in 2007 to East Carolina University's "WI Course Proposal" form. As a document written in 1990, the proposal form demonstrates clearly ways in which writing had been colonized by the English department, where organizers of WAC at ECU worked. Fifteen years later, however, these questions have been revised to liberate the proposal form and those who must fill it out to offer WI courses in the university from the influence of the English department.

Workshop: A Broad Perspective on Mentoring
Salon C

Chair: Leigh Ryan, University of Maryland
Presenters: Pamela Childers, The McCallie School
Leigh Ryan, University of Maryland

After an overview of the origin and concept of mentoring, we will explore the functions of formal and informal mentoring. Participants will build lists of mentors and mentees' roles and responsibilities in the writing center. Discussion will include the mentoring of students, peers, faculty across disciplines, staff, and administrators.

Going from Static to Harmony: Multiple Intelligences in the Writing Center
Brentwood/Franklin Room

Chair: Clayann Gilliam Panetta, Christian Brothers University
Presenters: Amanda Pitt, Kristin Moore, Clayann Gilliam Panetta, and Adam Zaloudek, Christian Brothers University

We will discuss the merits of using Howard Gardner's theory of multiple intelligences as a tutoring tool. We will demonstrate how we have incorporated this theory in our writing center, ultimately suggesting that students' writing identities are best discovered when we meet them where they are and nurture the strengths they already have.

D Friday, February 9, 2007
Session D1
10:15 a.m. to 11:30 a.m.

Finding Harmony in Disharmony: Engineering and Liberal Arts
Tennessee Room A

Chair: Ruth Johnson, University of Alabama-Huntsville
Presenters: Mario Burton, Beth Clark, and Ruth Johnson, University of Alabama-Huntsville

By using the Gibbs' Communication Model, we answer the question, "Do Writing Center consultants use the same consulting strategies with engineering students as they do with nonengineering students?" Through this research, we have discovered that our consulting strategies may be more effective with engineering topics than with liberal arts topics. The very uncertainty that concerns us may actually help us remain more supportive and less controlling. Therefore, our unfamiliarity allows us to prompt more student participation. This research helps us realize that we may need to revise our strategies for working with liberal arts students; however, our strategies do not appear to be problematic with engineering students.

D Friday, February 9, 2007
Session D2
10:15 a.m. to 11:30 a.m.

Learning Blocks
Tennessee Room B

Chair: Steve Price, Monmouth College

When Tutoring Comes to a Full Stop: Cultural Blocks in the Writing Center
Jessica Ellen Davis, Winthrop University
I will address the difficulty that arises in writing center tutorials when international students do not understand American writing modes and how tutors can prepare to overcome cultural writing blocks. Self-reflective thinking about our own cultural, ethnocentric expectations can enable us to help international students more effectively.

Quieting the Noise of Learning Disabilities
Nina V. Salmon and Bill Oliver, Virginia Military Institute
As learning disabilities become more widely diagnosed, colleges and universities struggle to stay abreast of the laws by providing services and support for students with learning differences. This paper addresses the writing center's role in working with students with disabilities. It is necessary to "listen" to a student's disability as well as to "quiet" the noise disabilities generate.

Say What? The Many Modes of Communication Required of a Writing Studio Director and Her Staff at One HBCU
Salon A

Chair: Karen Keaton Jackson, North Carolina Central University
Presenters: Anitra Canty, Curtis Henderson, Jenise Hudson, Karen Keaton Jackson, Frank Puna, and Denita Smith, North Carolina Central University

In this presentation, a new director and her four consultants explore the issue of miscommunication within and around our Writing Studio at North Carolina Central University. Specifically, we discuss our experiences of bringing campus-wide support to our studio, given our university's unique student population and mission.

[mis]Understanding Silence: No Noise Is Not Good Noise
Salon B

Chair: Kathi Griffin, Millsaps College
Presenters: Emma Doineau, Kathi Griffin, Becky Lasoski, and John Yargo, Millsaps College

As writing tutors, we know what we do is important and should be noisy. However, we discovered long silences and an eerie lack of cacophony. We began searching for the "baffles" that have been effectively "soundproofing" our campus as it tunes up to write. In this panel presentation, we will share what we heard from our constituency and ourselves when we turned up the noise.

D **Friday, February 9, 2007**
Session D5
10:15 a.m. to 11:30 a.m.

Questioning Paradigms
Brentwood/Franklin Room

Chair: Shevaun Watson, University of South Carolina-Columbia

On the Dirty Words I Hear in the Writing Center
Jennifer Conner, Middle Tennessee State University
This interactive presentation will open up lively discourse on the language we use in the writing center and how it affects the way we view our academic careers and our peers in the center.

Neither God nor Teacher: The Complementary Roles of Game Master and Tutor
Adam McInturff, Middle Tennessee State University
The roles of writing centers and pen-and-paper role-playing games are not that different. A tutor must engage students without the pretense of authority in the same way a game master engages players without making the game a passive medium whereby participants do not interact with what is happening.

Requiring Classes to Visit the Writing Center: Reassessing and Refining Conventional Wisdom
Barbara Lynn Gordon, Elon University
Many writing centers discourage faculty from assigning entire classes to visit the center for help with an assignment. This presentation offers evidence that first-year writers value such a requirement and suggests ways for directors to avert the problems such a requirement can cause consultants and writers.

Writing as Speaking: Should Writers Stick to Standard English?
Sarah R. Creel, University of Montevallo
This paper deals with what I call "speak writing" in writing centers. Speak writing can be Ebonics, southern English, or any sort of vernacular speech. I have found that writers use speak writing to establish autonomy within their work. In this paper, I seek to help tutors understand and deal with speak writing in the writing center.

Workshop: The Writing Center Monologues: Investigating Conversation in the Writing Center
Salon C

Chair: Heather Jones, University of North Carolina-Asheville
Presenters: Stirling Grodner, Heather Jones, DiAnna Ritola, and Deborah Signorile, University of North Carolina-Asheville

To create a conversation about writers and writing, consultants crafted monologues based upon interviews with writers. Referencing Kenneth Burke's dramatism, we will explain the relationship between dramaturge and writing consultant. Audience members will be given handouts of the monologues to be read by both presenters and audience. Discussion will follow.

Friday, February 9, 2007
Lunch/Keynote
11:45 a.m. to 1:15 p.m.

Lunch and Keynote Address
Cumberland South Ballroom

Keynote Speaker: Beth Boquet, Fairfield University

E

Friday, February 9, 2007

Session E1

1:30 p.m. to 2:45 p.m.

From Tutoring to Teaching and Back: How the University Writing Center Prepares Expository Writing Teachers

Tennessee Room A

Chair: Lori Beth De Hertogh, Appalachian State University
Presenters: Jon Burr, Lori Beth De Hertogh, Kyle Warner, Appalachian State University

Our presentation explores how the university writing center prepares first-year graduate students to teach expository writing and how, conversely, teaching freshman writing enhances the expertise and skills of writing center consultants.

E

Friday, February 9, 2007

Session E2

1:30 p.m. to 2:45 p.m.

Symphonic Learning: The Writing Center's Soundscape

Tennessee Room B

Chair: Kevin Catalano, Rutgers University
Presenters: Kevin Catalano, Michael Elam, Kimberly Macellaro, and Randy Nichols, Rutgers University

A writing center's noise needn't be cacophonic. It can be a kind of symphony, combining cultural and academic sounds (melodies), instructive and comforting sounds (harmonies), as well as practical silences (rhythms) into the euphony of learning. With fine-tuning and practice, the result becomes a writing center's magnum opus.

Making Assignments Real
Salon A

Chair: Dianna Baldwin, Middle Tennessee State University

The Cacophony of Collaboration:The Sounds of Service Learning in the Writing Center
Helen Raica-Klotz, Saginaw Valley State University
The Saginaw Valley State University Writing Center partnered with the Art Department to offer an art/writing workshop for local high school students as part of a service learning grant. This paper will explore some of the advantages and disadvantages of this collaboration and will discuss the value of integrating service learning into writing centers.

Service Learning and the Work of Peer Writing Consultants
Noreen Groover Lape, Columbus State University
Some of the most time-honored training methods of writing center directors who teach tutor training courses are consistent with service learning theory and approaches. Yet, a review of the service learning literature reveals a notable absence of essays that theorize the link between service learning and the work of peer writing consultants. By bringing service learning into the conversation, this session will consider how consultants experience reciprocity when tutoring, cultivate their affective skills in the center, reflect on their consulting work, and extend their vision beyond the tutorial to address the needs of student writers on campus.

Artists in the Writing Center
Benjamin Robin Strickland, Middle Tennessee State University
Writing centers would benefit from an understanding that their clients are inchoate artists, and the techniques found in the visual arts can help them express themselves in words. The incorporation of "visual rhetoric" into English composition classes is really an incorporation of a fundamental and basic art appreciation class.

Academic Idol: Students' Performance of Language and Literacy at the "Reality"
Ruth Walker, Wollongong University
This paper argues that reality television, which itself has been condemned as variously the cause or an effect of the disintegration of culture, offers an illuminating model for student subjectivity, identity construction, and the performance of language and literacy within the contemporary university.

Friday, February 9, 2007

Session E4

1:30 p.m. to 2:45 p.m.

Writing Across the Curriculum and in the Disciplines
Salon B

Chair: Deaver Traywick, Black Hills State University

Tuning into a New WAC

Marcia Toms, North Carolina State University
Some faculty on our campus speak about Writing Across the Curriculum in the past tense because, for them, WAC has to be incorporated into larger initiatives, like undergraduate research. This presentation will share the opportunities that have arisen by tuning in to a new way of thinking about WAC.

Resolving the Dissonance: Educating Tutors to Work across Disciplines

Jill Frey, Presbyterian College
Our writing center has evolved ways to reduce dissonance when tutors confer with students on papers from disciplines other than their own. One way to achieve harmony is to communicate with faculty about assignments, resources, and expectations. Another is to educate tutors about the issues they will face.

Business Papers in the Writing Center, Writing Teachers in the Business Classroom: From Gobbledygook to Good Writing

Beth Ann Walker, University of Tennessee-Martin
A 20-minute session ideal for new tutors and for those interested in writing across the curriculum, "Business Papers in the Writing Center, Writing Teachers in the Business Classroom: From Gobbledygook to Good Writing" explores ways to tutor the most common assignments for business writing courses.

Workshop: Joining Voicing, Shaping Notes: A Creative Workshop for Harmonizing Administration and Assessment with Director and Tutor Participation
Salon C

Chair: Beth Burmester, Georgia State University
Presenters: Beth Burmester, Alicia Hatter, Tiffany Jones, Juliette Kitchens, Georgia State University

In this workshop, the director and graduate assistants of a writing studio at an urban research university will demonstrate how to create community and professional identity through tutoring portfolios, vision/mission statements, staff blog, a collective CV representing staff accomplishments, and staff surveys, with samples and hands-on participation with the audience.

Reconstructing Perceptions of the Writing Center: Work, Remediation, and Collaboration
Brentwood/Franklin Room

Chair: Forrest Perry, Vanderbilt University
Presenters: Jennifer Holt, Emily Hooper, and Forrest Perry, Vanderbilt University

This panel will address some challenges facing a new writing center at a Research I institution. Panelists will question assumptions about what constitutes the value of writing center work, paying particular attention to issues regarding class and gender, remediation, and collaboration. Panelists will suggest that certain practices and concepts central to writing center work must be reconstructed.

Friday, February 9, 2007

Poster Presentations/Information Fair

3:00 p.m. to 4:00 p.m.

Afternoon Snack, Sponsored by Fountainhead Press
Cumberland South Ballroom

Party Hearty: Staging a Writing Center Anniversary Celebration

Deborah Reese, Armstrong Atlantic State University
A wonderful way of affirming writing center work is to plan an anniversary event. Research into how writing center personnel envision, design, and plan such an event should be useful to professionals, friends, and colleagues.

Same Song, Second Verse: Staying on Key in the Use of Writing Center Technology

Robert G. Barrier and David Blair, Kennesaw State University
This poster session traces in a humorous way the various innovations, challenges, and other mistakes a writing center made in the use of technology over the last 20 years. Posters and artifacts, using musical metaphors and song lyrics, will illustrate the history of promises, vaporware, absurd obstacles, and ultimate successes.

The Purposes for Conversing about Writing: What Students Say They Learned from Tutoring Sessions

Marlene L. Szymona, North Carolina Wesleyan College
This proposal addresses the question of what students learn from their tutoring sessions in the writing center. Analyzing students' written responses to a question about what they learned can be enlightening. The findings as well the uses of this more qualitative data will be explored in this poster session.

Making Noise about the Writing Center

Aaron Butler, Victoria Hamilton, and Meagan Kittle, Catawba College
This poster presentation will illustrate a variety of methods the Catawba College Writing Center has used to promote its services to day and evening students. The poster and the promotional materials/methods were created by peer tutors and the faculty director of the writing center.

Notes on Collaboration in the University Writing Center: Harmonizing Disparate Voices and Agendas

Patricia Reinhard and Brandy Van Vorst, University of West Georgia
Our proposal asks that we join representatives from other writing centers in dialogue regarding the complex and often contradictory demands of running a university writing center. Our participation involves creating a poster that highlights the challenges encountered in our writing center in working with and serving a diverse campus population of students, teachers, and administrators.

A Space Revised: Elements of Design and the Writing Process
Molly Braswell, Luiza DeCamargo, Mary McCoy, and Shannon Roberts,
University of North Carolina-Asheville
This poster presentation is designed to illustrate that the elements within a space, from décor to layout, all have an impact on our creativity, concentration, productivity, and motivation. This presentation will show that writing centers should consider the effect environment will have on tutors and clients, and design their spaces accordingly.

What You Say, What They Hear vs. What They Say, What You Hear
Rachel Beverly, University of Montevallo
Every day tutors have to overcome timidity about asking questions, impatience, insecurity, anxiety, and sometimes even just plain laziness on the part of students. At the same time, students have to deal with impatience, confusion and sometimes frustration on the part of their tutors. "What You Say, What They Hear vs. What They Say, What You Hear" will be a poster presentation that highlights the importance of patience and clarity in dealing with these issues. It will feature tutor comments translated into what students make of those comments as well as student comments translated into what tutors make of those comments.

Do We Practice What We Preach? Writing Habits of Tutors
Brittany L. Cecil, Winthrop University
Tutors advise writers on all aspects of the writing process, from prewriting techniques to final proofreading. We offer effective strategies and stress the importance of beginning early and writing several drafts. We expect students to appreciate and act on these suggestions, but do we actually follow our own advice?

Southern Discourse
Christine Cozzens
Talk to the editor of *Southern Discourse* about story ideas, writers, column or series ideas, Back to the Center possibilities, etc. Find out how to turn your conference presentation into a publication.

Mississippi Writing Center Association
Kathi Griffin, Millsaps College
Learn about the MWCA and how to become a member of this statewide organization.

Tennessee Writing Center Collaborative
Johanna Grimes, Tennessee State University
Laura Black, Volunteer State Community College
Learn about the TWCC and how to become a member of this statewide organization that meets twice a year.

North Georgia Writing Center Consortium
Beth Burmester, Georgia State University
Learn about the NGWCC and how to become a member of this state organization.

Friday, February 9, 2007

Session F1

4:15 p.m. to 5:30 p.m.

Transposing the Writing Center to the Key of D: Problems and Approaches for Distance Tutoring

Tennessee Room A

Chair: Karen H. Gardiner, University of Alabama
Presenters: Frederick Cope, Virginia Murphy, Pat Norton, John Wingard, and Molly Wright, University of Alabama

We explore options for broadening writing center services to include distance tutoring. One approach is basic: tutoring by e-mail attachments. Another is more developmental: adapting an online peer-review program, Bedford's Comment, to use with distance learners. We share the difficulties and successes of transposing our melody from C(enter) to D(istance).

Friday, February 9, 2007

Session F2

4:15 p.m. to 5:30 p.m.

Examining Student and Tutor Satisfaction with Writing Center Conferences

Tennessee Room B

Chair: Isabelle Thompson, Auburn University
Presenters: Susanna Coleman, Kristen Miller, Isabelle Thompson, and Alyson Whyte, Auburn University

This panel reports results of a year-long survey and a follow-up survey about the influence of tutors' roles on tutors' and students' satisfaction with writing center conferences. The first presentation of the panel gives correlations between writing center foundational assumptions and perceptions of success and influence of the conference on students' later revisions. The second presentation describes student and tutor preferences about who should take notes during conferences.

Gender Issues
Salon A

Chair: Diana Calhoun Bell, University of Alabama-Huntsville

Harmony in the Center: Gendered Nonverbal Codes for Tutor Training
Beth Bir, Fayetteville State University and Carmen Christopher, Sampson Community College
Since nonverbal communication occurs continually in every communication interaction, writing center tutors should be trained to recognize nonverbal codes, specifically the patterns of gendered nonverbal codes. This presentation will outline some differences in the nonverbal communication styles of each gender and offer ways to apply this knowledge to tutor training.

Gendered Communities: Writing Centers in Women's Institutions
Marcy Trianosky, Hollins University
The ways in which tutors and students interact in writing centers at all-female institutions suggest new ways to examine community and language within the writing center. Using a communities of practice framework, writing center dynamics will be explored to consider the ways in which gender and language intersect.

Cross (Ad)Dressing: The Gendered Politics of the (An)Noisy Writing Center
Christopher S. Glover, Long Beach City College
Springboarding from experience as classified staff in a writing center and classroom faculty, the presenter will show how the highly genderized atmosphere at a writing center can combine with the differing "languages" spoken by participants in the college environment (administrators, faculty, staff members) to create a counterproductive, even toxic, environment for writing center personnel and students.

F

Friday, February 9 2007

Session F4

4:15 p.m. to 5:30 p.m.

The Performing Writing Center
Salon B

Chair: Jayetta Slawson, Southeastern Louisiana University
Presenters: Carrie Casto, Danielle Faucheux, and Michelle Russo, Southeastern Louisiana University

This panel explores the notion of the writing center as a performance space where sound, silence, music, dialogue, and acts of re-visioning are all integral components to successfully staging acts of writing.

F

Friday, February 9, 2007

Session F5

4:15 p.m. to 5:30 p.m.

Workshop: One Man's Music, Another Man's Noise
Salon C

Chair: Sarah Vanover, Appalachian State University
Presenters: Shauna Gobble and Sarah Vanover, Appalachian State University

Our panel will confront sounds of difference within writing centers. Participants will adopt roles of writers and consultants in order to discover the ways in which writers frequently breach reasonable standards of academic discourse and the ways in which consultants must assist writers in creating harmony between text and audience.

Music from a Farther Room: Reaching Out from the Writing Center
Brentwood/Franklin Room

Chair: Bridget Doss, Kennesaw State University
Presenters: Bridget Doss, Danielle Flynn, Christine Ghattas, Kevin McKenzie, and Krista Talley, Kennesaw State University

This panel discussion explores how reaching out far beyond the long-established writing center can not only greatly increase a center's visibility and use but also invigorate and professionalize the staff itself. Each of the five participants brings unique experiences in introducing the writing center to particular disciplines and to different public audiences.

Saturday, February 10, 2007

Breakfast

7:30 a.m. to 8:45 a.m.

Breakfast, Sponsored by Bedford/St. Martin's
Cumberland South Ballroom

Saturday, February 10, 2007

Session G1

9:00 a.m. to 10:15 a.m.

Technology Concerns
Tennessee Room A

Chair: Tanya McLaughlin, Middle Tennessee State University

Starting a Writing Center: Got Digital?

Doug Enders, Samantha Holliday, and Jennifer Schick, Shenandoah University
This presentation will highlight the writing center's digital transformation through a humorous dialogue between individuals who started tutoring in 1990 and 2007, respectively. This dialogue will lead to a discussion of how the digital wave influences our mission, practice, training, reporting, maintenance, and administration. Audience participation welcomed and encouraged.

Peer-to-Peer Programs in the Online Writing Center

Aaron Nuell, Middle Tennessee State University
This presentation will examine the ways in which Middle Tennessee State University's Online Writing Center has grown and been reformed over time. We will examine both qualitative and quantitative ways with which to initiate or improve upon an online writing center.

Facebook: Legal and Ethical Issues

James A. Inman, *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*
This presentation considers the legal and ethical dimensions of Facebook, a social networking technology that is popular with students. Emphasis will be placed on what, if any, policies and procedures might be drafted to promote writing-centered professionalism without infringing on key individual rights.

Tailoring Our Tutorial Methods to Better "Suit" the Writer's Individual Style
Tennessee Room B

Chair: Gretchen Nevins, Columbus State University

As tutors, we know that not all tutoring methods work for each writer. We must quickly adapt and utilize strategies that best suit the writer during the tutorial session. Our panel presents a variety of papers geared toward adapting what we have learned from tutorial theory and branching out from these methods to individualize our tutoring and learn from the writers we see in our center. We hope that our approaches will deepen tutorial theory and begin a dialogue on how tutors can continue to improve by learning from the writers that seek help from our center.

Learning from Those with Cognitive and Learning Disabilities on How to Teach and Tutor Writing
Gretchen Nevins, Columbus State University
My research and paper focus on competent writers with cognitive disabilities, most specifically those classified as "learning disabled" (LD). I've discovered that cognitively or learning disabled individuals approach writing in innovative ways and adapt inventive strategies to write successful papers. As a composition instructor and writing tutor, I argue that we must learn from LD writers to develop new methodologies on the composition and tutorial process.

Learner-specific Tutoring: Accommodating Learning Styles into the Peer Tutoring Process in the Writing Center
Lori Hinkley, Columbus State University
Unfortunately, writing is a task that many students are apathetic toward because they either do not appreciate or understand the process. Writing center consultants, as the campus subject-matter experts, should be able to ease the ills and anxieties of writing. This workshop will focus on recognizing three main learning styles and incorporating techniques into the tutoring session that will enable the tutor to respect and address the student's specific learning preference.

Speaking Your Writing in the Writing Center: Teaching Reading Aloud for Self-editing
Leslie Schorr, Columbus State University
Consultants often ask writers to read their drafts aloud to look for many different types of errors. However, this request is often met with resistance or hesitancy on the part of the student writer. Consultants must develop strategies, often on an individual basis, to break down a writer's defenses and insecurities when they have to present or project their writing orally.

Saturday, February 10, 2007

Session G3

9:00 a.m. to 10:15 a.m.

Learning to Listen and Listening to Learn: Standing Under Voices from the Writing Center
Salon A

Chair: Katie Hupp Stahlnecker, Metropolitan Community College
Presenters: Sana Amoura-Patterson, Katie Hupp Stahlnecker, and Brett Mertins, Metropolitan Community College
Ali Arant and Shari Stenberg, Creighton University

Drawing from our experience in writing centers in three different institutional contexts (a four-year public university, a community college, a four-year Jesuit university) and from our diverse positions within them (graduate student, full-time faculty members, and writing center director), we will offer examples of how listening rhetorically to students has helped us to rethink our work in and beyond the writing center.

Saturday, February 10, 2007

Session G4

9:00 a.m. to 10:15 a.m.

Gettin' Schooled in the Groove: Songwriters in the Center
Salon B

Chair: Cynthia Cox, Belmont University
Presenters: Cynthia Cox, Jan Harris, Amy Hodges-Hamilton, and Bonnie Smith, Belmont University

Our efforts to connect with our university's new songwriting major have included communicating both with the new administrators of the major and with well-known songwriters who lead nonacademic workshops. Our presentation discusses the language and discourse of songwriting and describes our early efforts to create a common language about songwriting that we can use in our center.

Workshop: Spitting Bullets: The Search for Administrative Rhetoric with Writing-centered Values
Salon C

Chair: Deaver Traywick, Black Hills State University
Presenter: Deaver Traywick, Black Hills State University

No audience is more vexing for writing center directors than the chairs, deans, and VPs to whom we report. This interactive session will examine the priorities and rhetoric of institutional administrators, and participants will workshop written responses to several scenarios including budgets requests, administrative mandates, and proposals for new initiatives.

Cat Got Your Tongue? How Silence Resonates in the Center
Brentwood/Franklin Room

Chair: Jane Bowman Smith, Winthrop University
Presenters: Courtney Adams, Kelly L. Richardson, and Jane Bowman Smith, Winthrop University

Kelly Richardson examines silence and talk within the classroom's power dynamic and their translations in the center. Courtney Adams considers "awkward" silences: Kalpman's "Drama Triangle" suggests that tutors can become "rescuer," "victim," and "persecutor" in response. Jane B. Smith considers tutor training: the difficulty of interpreting silences and monitoring talk.

H

Saturday, February 10, 2007
Session H1
10:30 a.m. to 11:45 a.m.

Reflecting on Our Practices
Tennessee Room B

Chair: Leigh Ryan, University of Maryland

Contending with Student Disengagement in the Writing Center
Glenda Conway, University of Montevallo
The presenter proposes that writing center personnel are in an ideal position to influence a different and better view of the academic paper-writing enterprise. The proposition is informed by the principles of liberatory education, which can inspire the belief that every writing occasion presents an opportunity to the writer-even when the writing occasion occurs in response to a teacher-made assignment.

The Harmonic Sound of Transformation: Reestablishing a Writing Center at Florida A&M University
Veronica Adams Yon, Florida A&M University
Reopened in 2004 after a two-year hiatus, the Florida A&M University Writing Resource Center has undergone a transformative process. This presentation examines the collaborative efforts and strategies that were needed to reestablish a viable writing center at FAMU.

Encouraging Tutor Investment in the Cognitive Economy of Writing Centers
Mary Alm, University of North Carolina-Asheville
The presentation addresses two central ideas and explores both in the context of educating undergraduate writing consultants: first, the distinction between instructional and learning paradigms originally outlined by Robert Barr and John Tagg; second, the concept of cognitive economies and creating and maintaining a hot economy for our tutors.

Justifying an Encore for a Silent Audience: Noise(less)ness in the Writing Center
Donnette Ansah and Josephine Booth Foster, Savannah State University
This presentation focuses on how a writing center assistant coordinator, one full-time tutor, and two part-time tutors partner to create a marketing plan designed to breakdown stereotypes and misconceptions about our university writing center. Specifically, presenters will discuss a multilevel plan designed to help African American students embrace the concept of conversing about their writing without viewing the "music" of the writing center as remedial or burdensome.

Identifying Noise and Silence
Tennessee Room A

Chair: Jawana Southerland, North Carolina A&T State University
Presenters: Hope Jackson and Jawana Southerland, North Carolina A&T State University

The administrative voice of North Carolina A&T State University's Writing Center speaks loudly through the expectations of each tutor. Each tutor submits to calls for papers and conducts presentations. Tutors create an atmosphere of academic silence by allowing the creative voices of students to shine in each tutorial session.

Harmonizing Dissonance: Making Consultant/Student Differences Productive
Salon A

Chair: Katherine Fusco, Vanderbilt University
Presenters: Katherine Fusco, Elizabeth Ryan, and Derrick Spires, Vanderbilt University

One of the most common ways to describe writing instruction style is to divide it into either directive or nondirective. While composition scholars have at times espoused one style over the other, our experience in the Vanderbilt Writing Studio suggests that the divisions are not mutually exclusive but work in harmony.

H Saturday, February 10, 2007
Session H4
10:30 a.m. to 11:45 a.m.

Talking Back: Challenging Hierarchy and Authority in the Writing Center
Salon B

Chair: Mallory Haar, Hollins University
Presenters: Michelle Fellows, Mallory Haar, Lindsay Little, Laura Smith, and Rachel McCarthy James, Hollins University

This panel will discuss how the practices of the Hollins University Writing Center help to challenge the traditional hierarchal patterns in tutoring. Through varying conversation mediums, Hollins Writing Center practices challenge the power structure within the tutoring staff and academic community as a whole.

H Saturday, February 10, 2007
Session H5
10:30 a.m. to 11:45 a.m.

Workshop:
The Muzzling Buzz: Escaping the Restrictions of Mental Noise through Creative Writing
Salon C

Chair: Aaron Herschel Shapiro, Middle Tennessee State University
Presenters: Jennifer Elizabeth Carter and Aaron Herschel Shapiro, Middle State Tennessee University

This interactive workshop will explore the use of creative writing techniques in the writing center including generative writing and peer editing. It will also include a discussion of how to set up and run a creative writing workshop and how to refocus our style of critique to best facilitate students' use of writing as a tool for learning and discovery.

Writing and Speaking Centers
Brentwood/Franklin Room

Chair: Christine Cozzens, Agnes Scott College

The Noise across the Hall
Hayley Gallagher, Maggie Greaves, Louisa Hill, Mel Lasseter, Gingle Lee, Betsye Mullaney, Leticia Santos, Lessa Spitzer, Michelle Turney, Laura Tuttle, Jayme Walton, Shannon Yarbrough, Shelby Zimmer, and Christine Cozzens, Agnes Scott College
Although the noise coming from the Writing Center seems different from the noise coming from the Speaking Center across the hall, we will establish a theoretical and practical basis for more collaboration between these two centers by studying the tutoring of the seemingly distinct acts of writing and speaking.

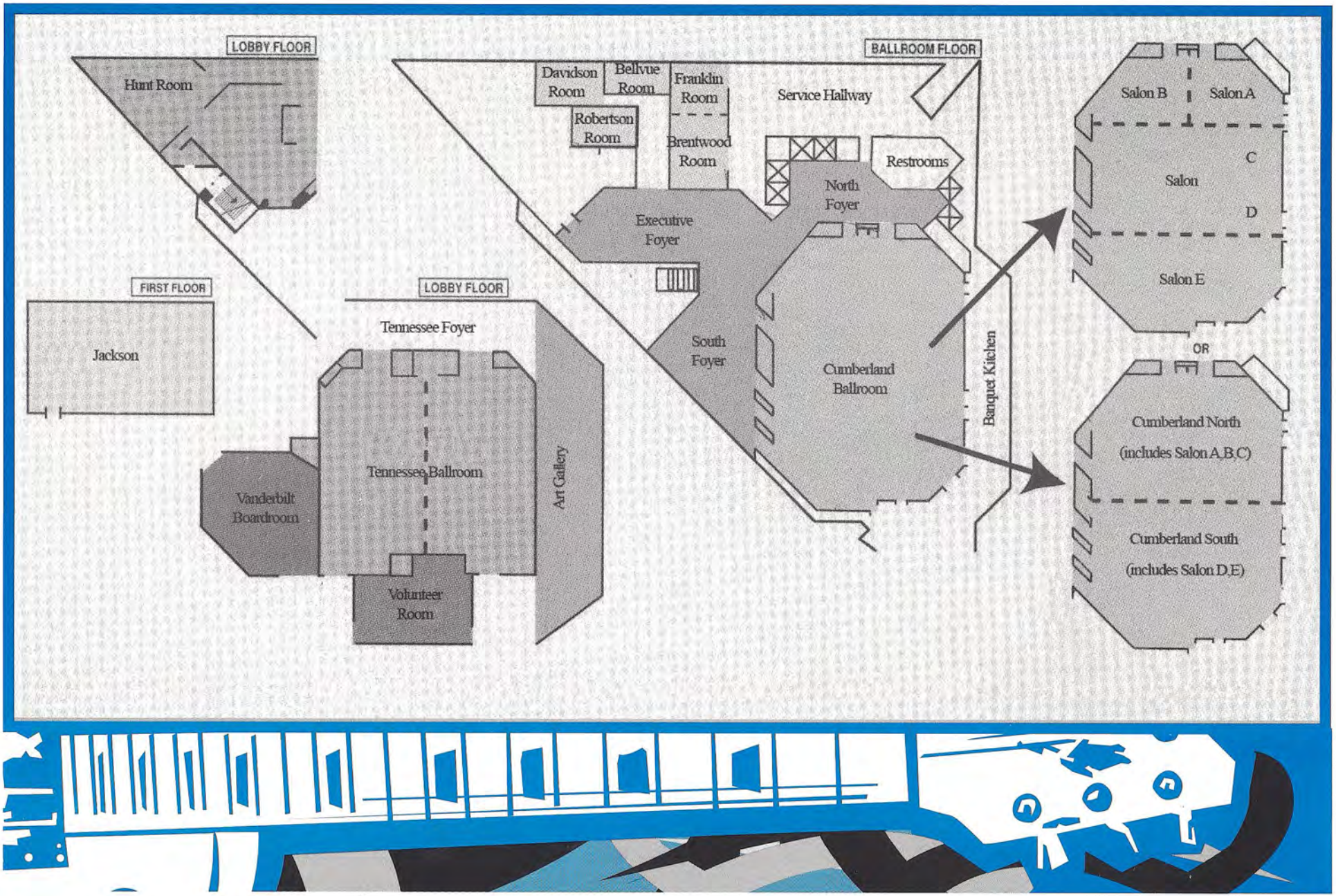
The Lost Art: Assisting Students with Oral Presentations in the Writing Center
Kennie Rose, Middle Tennessee State University
Using data collected from the Writing Fellows Pilot program at Middle Tennessee State University, the presenter will explore methods of tutoring speech students. He will discuss transcripts of a focus group conducted during fall 2006, and he will also include the preliminary results from student surveys.

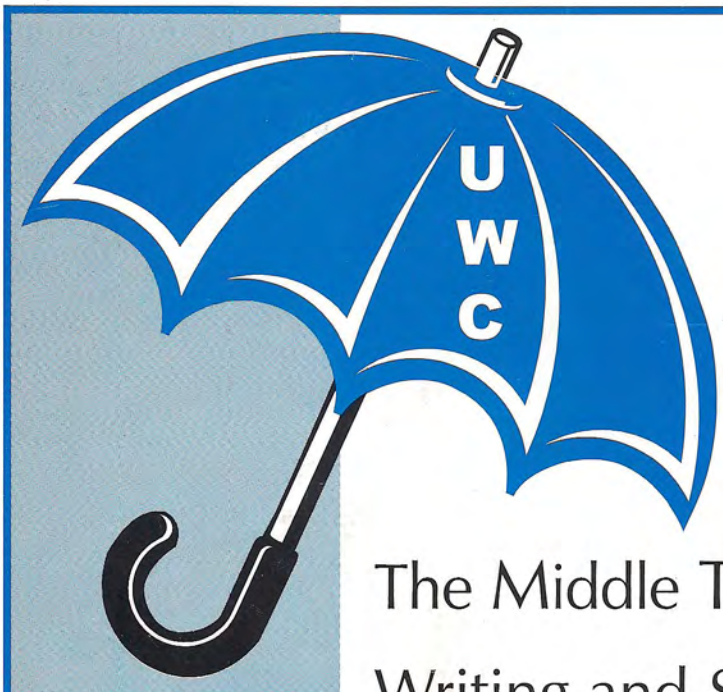
Noisy Writing, Quiet Speaking? Exploring Conversations in Writing and Speaking Centers
Shireen Campbell, Davidson College
Our institution houses a writing and speaking center with semipublic areas for writing tutorials and private areas for speaking tutorials. The presenter will investigate conversations in these separate areas by analyzing tutorial tapes and surveying staff. The presentation will foreground findings and explore their implications for center tutors and directors.

Saturday, February 10, 2007
Awards and Closing Luncheon
Noon to 1:30 p.m.

Awards and Closing Luncheon, Noon-1:30
Cumberland South Ballroom

Doubletree Meeting and Banquet Rooms Map





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